**Lesson Plan – Day 8 – July 2, 2014**

Write on the board

2 (dois) de Julho (Ask students to help rearranging the chairs at the end of class.)

Que dia é hoje? E amanhã, que dia é?

Como se diz\_\_\_\_\_\_\_\_?

Pode repetir, por favor?

Tenho uma pergunta.

Play before the beginning of class – Desfile de 2014 da Portela de 2014

http://www.youtube.com/watch?v=Fi0aCxS9h3E

**Tasks for the day:**

**1 – Review how to do money transactions**

**2 – Ask questions about the daily routine.**

Hoje: 1 – Revisão – como fazer compras

2 – Gênero feminino e masculino – plural

3 – Fazer perguntas sobre atividades diárias.

**ACTIVITY 1 – Revisão – Hot spot activity (5-10 minutes)**

Divide the class in groups. Ask one person of each group to have a seat backing the board and facing the class. Write on the board the key sentences from the dialogue from last class. The person in the hot spot has to guess the sentence on the board behind him/her having the help of their classmates. All the explanations have to be in Portuguese.

Quanto custa? Vou continuar pesquisando.

Tem desconto? Só estou olhando.

Posso ajudar? É barato.

**ACTIVITY 2 - \*\*\* Gender (10 minutes)**

Using a flye-swatter (um mata-mosca) write the letters: o - a - on the board. Divide the class in two groups and have a volunteer for each group. The volunteer has to hit the correct gender according to the word said.

Caderno nariz cadeira viagem lição viagem

Janela programa dia situação passagem senhora

**After the competition –** Show the charts on **page 44 and 45**. Ask students to read it at home.

**ACTIVITY 3 – PLURAL and genders – (10 minutes)**

On **page 43**, read the dialogue with a student. Focus on the meaning first with the class. After ask students to re-write the dialogue in the plural (em pares). Guide the groups as needed.

**ACTIVITY 4 – Horas e Lugares**

**Step 1 (5-7 minutes) –** Read the dialogue on **page 49** with another student. Ask students to do Vamos Analisar em pares. Change partners.

**Step 2 – (2 – 3 minutes) -**  Show the vocab on **page 35.**

**Step 3 – (10 minutes)** - Using a hand-out ask students to mingle and find out who in class has the most similar daily routine (This is the task for the activity – the outcome is to find another person with the most similar schedule).

Get together with the other person and write a list of what is similar using Nós – Nós almoçamos no mesmo horário, às…. For example.

**HAND-OUT \*\* CORRECT THE PRINTED ONE.**

**Onde estás?**

Entrevista o teu colega sobre o seu horário na universidade. Pergunta-lhe onde está e escreve a resposta **numa frase completa.**

MODELO: 12:30p.m./quarta-feira

*Onde estás às doze e meia da tarde na quarta-feira?*

Estou na aula de português!

|  |  |
| --- | --- |
| PERGUNTA | RESPOSTA |
| 9:00p.m./ quarta-feira |  |
| 3:00p.m./ terça-feira |  |
| 7:20a.m./ domingo |  |
| 10:00a.m./ segunda-feira |  |
| 6:30p.m./ sexta-feira |  |
| 12:00a.m./ sábado |  |
| 8:15a.m./segunda-feira |  |

**ACTIVITY 5 – Asking questions (15-20 minutes)**

**Go top age 50.** Read the dialogue with a student. Do Vamos analisar em pares.

Go over the pronunciation of the chart. Point out the plural – qual – quais

Ask students to write the questions and talk to a partner.

cursos vocês (ter) professor

você estuda

gosta de fazer nos fins de semana.

DO SITUAÇÕES.

**BACK-UP ACTIVITIES**

**O meu dia a dia. (Change partners) (5-10 minutes)**

Refer to activity 1–16 on **page 40** and ask students to do it in pairs. MODEL FIRST.

After one person talks, the other has to ask a FOLLOW-UP QUESTION – Por exemplo:

ESTUDANTE A - Amoço sempre na universidade.

ESTUDANTE B - Onde você almoça? - ou Quando você almoça?